

REPORTS

OF THE

SELECTMEN, TREASURER,

AND

SUPERINTENDING SCHOOL COMMITTEE

OF THE

TOWN OF SWANZEY, N. H.,

FOR THE YEAR ENDING MARCH 1,

1885.

KEENE:

DARLING & KIMBALL, STEAM BOOK AND JOB PRINTERS.

1885.

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REPORT OF SELECTMEN AND TREASURER.

We, the Selectmen and Treasurer of the town of Swan-
zey, submit the following financial report for the year ending
March 1, 1885.

Appropriations at the annual meeting in March, 1884:

Support of schools,	\$2,000 00
Support of poor,	250 00
Support of bridges,	500 00
Town charges,	500 00
Town History,	500 00
Annex,	100 00
West Swanzey firemen,	120 00
Repair of highways, (paid in labor),	1,500 00

APRIL INVOICE, 1884.

Resident real estate,	\$415,970 00
Non-resident real estate,	88,675 00
Mills and machinery,	42,480 00
Stock in trade,	35,150 00
Money at interest,	30,386 00
Stock in banks and other corporations,	7,700 00
Stock in public funds,	9,900 00
460 polls,	46,000 00
355 horses,	24,210 00
68 oxen,	4,215 00
530 cows,	14,622 00
236 other cattle,	4,267 00
702 sheep,	2,187 00
17 hogs,	161 00
47 carriages,	2,835 00
Total valuation,	\$728,758 00

Rate per cent., 1.00.	
Tax resulting,	\$7,287 58
Tax on 75 dogs,	81 00
Non-resident highway tax,	218 51
Unpaid highway tax, 1883,	56 44
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Committed to Collector on town account,	\$7,643 53
School-house taxes assessed as follows :	
District No. 1,	\$129 75
“ “ 3,	127 39
“ “ 5,	144 69
“ “ 10,	145 00
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Total school-house taxes,	\$546 83
West Swanzey fire district tax,	414 41
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Total amount committed to Collector,	\$8,604 77

RECEIPTS FOR 1884.

Remaining in treasury, March 1, 1884,	\$786 03
Tax remaining in Collector's hands,	531 80
Savings bank tax for 1884,	2,415 27
Literary fund “ “	199 92
Railroad tax “ “	73 40
Received from the County, for paupers,	151 40
Cemetery lot, sale of,	6 00
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	\$4,163 82

DISBURSEMENTS.

TOWN OFFICERS.

Alonzo A. Ware, Selectman for 1883,	\$111 00
“ “ stationery and check,	1 00
Alonzo Farr, Selectman for 1883,	107 50
Daniel B. C. Hill, “ “	121 00
Alonzo Farr, stationery and car fare,	1 10
George I. Cutler, Town Clerk for 1883,	41 35
“ “ Supt. School Committee,	25 00
Alonzo A. Ware, “ “ “	25 00
George E. Whitcomb, Town Treasurer for 1883,	25 00
Edmund Stone, Collector “ “	85 00
George Whitcomb, Sexton,	21 00
B. C. Snow, “	48 00
O. Sprague, Moderator for two meetings, 1884,	5 00
“ Supervisor, “ “ “	26 00
Park E. Wright, “ “ “	10 00
Daniel Snow, “ “ “	10 00
	<hr/> \$662 95

SUPPORT OF COUNTY PAUPERS.

Mrs. Luther Smith, aid furnished,	\$21 80
Frank Barnard, “ “	53 60
Henry Bevins' family, medical attendance,	12 00
“ “ burial of child,	7 00
Orrin F. Oakman, board for Parker Lakin,	2 25
D. B. C. Hill, conveying Parker Lakin to County farm,	3 50
	<hr/> \$100 15

SUPPORT OF TOWN PAUPERS.

Grace O. Hale, at County farm,	\$188 21
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HIGHWAYS AND BRIDGES.

Joseph O. Gary, snowing bridge,	\$ 5 51
Josiah Parsons, bridge plank,	31 04
Franklin Downing, " "	1 99
Batchelder & Faulkner, shingling bridge, account Wm. Jackson,	\$15 33
Wm. Moore, lighting highway,	50
Alfred Talbot, work on highway,	2 04
George F. Lane & Son, bridge timber,	36 52
Willard Field, snowing bridge,	5 60
" " work on highway,	9 22
Lorenzo Ballou, " "	19 34
Daniel B. C. Hill, building culvert,	627 97
John L. Winch, work on highway,	46 83
George Carpenter, stone and work on highway,	11 44
P. W. Carleton, work on highway,	50
E. O. Whitcomb, " "	90
E. H. & A. W. Naramore, "	5 00
" " " plank,	57
Levi A. Fuller, plank,	64 43
Henry Holbrook, work on highway,	40 00
D. B. C. Hill, " "	15 00
" " bridge timber,	24 87
Charles R. Ballou, work on bridge,	13 50
John B. Adams, " "	11 00
Joseph W. Ballou, " "	14 50
" " " highway,	4 50
A. G. Mann, stone,	11 98
George L. Underwood, work on highway and bridge,	79 82
Samuel Howard, lumber,	8 50
" " labor on bridges,	25 00
Winch & Whitcomb, team work,	4 00
Homer Stratton, work on highway,	20 00
Mrs. Lucina Dickinson, filling for culvert,	30 00
E. H. Davis, work on highway,	2 13
A. Ramsdell, bridge timber,	6 00
A. B. Dickinson, labor on highway,	25 75
A. W. Banks, " bridges,	13 50
F. F. Lombard, " highway,	10 16

Harvey Sargent, labor on highway, 1883,	\$3 35
W. H. Perry, " " and lumber,	32 35
W. P. Clark, drawing stone,	2 80
A. G. Mann, stone, for bridge,	2 64
Samuel Bishop, work on highway,	74
S. L. Whitcomb, " "	1 60
" " bridge timber, 1881,	7 82
	<hr/>
	\$1,296 24

NOTE AND INTEREST PAID.

M. J. Bailey, interest,	\$ 100 00
" " note,	2,000 00
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	\$2,100 00

SUPPORT OF SCHOOLS.

Appropriated by the town,	\$2,000 00
Literary fund for 1883,	183 60
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	\$2,183 60

MISCELLANEOUS EXPENSES.

Batchelder & Faulkner, retaining fee,	\$ 6 00
Joel Hammond, lighting bridge,	20 00
D. B. C. Hill, 1½ cords wood,	6 75
J. F. Hunt, sawing wood,	1 50
Abatement of taxes, 1882, 1883,	34 45
E. Stone, non-resident highway tax receipts,	35 26
Franklin Downing, damage to sheep by dogs,	5 00
J. D. Colony & Sons, printing town reports,	24 00
Mrs. Z. G. Taft, damage to sheep by dogs,	4 00
W. H. Spalter, books,	26 85
George Kenny, removing nuisance,	1 50
G. I. Cutler, thirteen maps for schools,	26 00
John Hadlock, road machine,	250 00
Freight on " "	7 35
Edge for " "	6 00
Freight on edge,	75
Frederick Dolby, overtax,	1 00
S. E. Howard, making gates for cemetery,	10 20

N. G. Woodbury, overtax,	\$ 1 00
D. B. C. Hill, drawing sawdust to town house,	2 00
S. H. Fox, nails,	4 61
Susanna Reed, public watering trough,	3 00
George Seaver, " " " 1883-4,	6 00
George H. Nims, " " "	3 00
H. W. Mason, " " "	3 00
Edward Wilcox, " " "	3 00
A. N. Howe, " " "	3 00
Samuel Bishop, " " "	3 00
William Merriam, " " "	3 00
Abigail Gage, " " "	3 00
D. B. C. Hill, " " "	2 00
" " lumber for cemetery gates,	1 50
" " aid furnished 23 tramps,	11 50
Benjamin Read, work on town history,	226 52
Bounty on 554 woodchucks,	55 40
A. A. Ware, taking affidavit and surveying,	1 75
F. O. Dodge, blacksmithing for bridges,	1 80
A. B. Read, nails and spikes,	2 48
Alonzo A. Stanley, public watering trough,	3 00
G. I. Cutler, reporting births and deaths,	24 50
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	\$834 67

RECAPITULATION.

RECEIPTS.

Cash remaining in the treasury March 1, 1884,	\$ 786 03
Received from Collector,	7,550 00
" " State, savings bank tax for 1884,	2,415 27
" " " Literary fund,	199 92
" " " Railroad tax,	73 40
" " County, for support of paupers,	151 40
" " sale of cemetery lot,	6 00
Interest on taxes from Collector for 1883,	32 55
License on dogs,	4 00
Cash in Collector's hands, March 1, 1884,	531 80
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	\$11,750 37

DISBURSEMENTS.

Town officers,	\$ 662 95
State tax,	1,696 00
County tax,	1,274 69
Support of poor,	288 36
“ schools,	2,157 60
Highways and bridges,	1,296 24
Note and interest paid,	2,100 00
School-house taxes,	534 25
West Swanzey fire district tax,	400 00
Miscellaneous expenses,	834 67
West Swanzey firemen,	120 00
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	\$11,364 76

LIABILITIES.

M. J. Bailey, amount of note,	\$503 33
Estimated due town officers,	600 00
Due County Commissioners, board Grace O. Hale,	65 00
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	\$1,168 33

ASSETS.

Cash in treasury,	\$ 385 61
Cash in Collector's hands,	1,054 77
Due from State, bounty on wild animals,	55 90
Due from the County,	5 75
	<hr/>
	\$1,502 03

Total amount of assets,	\$1,502 03
Total amount of liabilities,	1,168 33

Leaving a balance in favor of the town at this date,	
March 1, 1885, of	\$333 70

DANIEL B. C. HILL,
FRANK S. FAULKNER,
GEORGE E. LANE,
Selectmen of Swanzey.

GEORGE E. WHITCOMB, *Treasurer.*

REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE.

In compliance with law, the following report of the condition of the common schools of Swanzev for the year ending March 10, 1885, together with the accompanying suggestions, is respectfully submitted to our citizens.

The town raised the past year the usual sum of \$2000.00 for the support of schools. To this was added \$157.60, which is the Literary Fund less \$26.00, which was taken for the purchase of 13 maps, one for each school, by a provision of the law.

The amount of school money so obtained was \$2157.60. This was apportioned among the eleven districts by giving \$25.00 to each school, and dividing the remainder, one-half according to the number of scholars that attend school, and the other half according to the valuation.

District No. 9 has received in addition from the town of Richmond \$41.44. This district has also \$22.00 placed to its credit on account of what was received from the same town, through litigation the previous year.

We have the same number of teachers as last year. Schools in Nos. 1, 7, 8 and 10 have had different teachers during the year, while each of the other districts retained the same one. It has seemed to be the purpose to keep good teachers who were adapted to the school whenever it was possible; and the folly of frequent changes is well understood by most Prudential Committees.

There have been 30 terms for the 13 separate schools, with an average length of about nine weeks. The amount of schooling for all has been 265 weeks, which is 29 weeks less than last year.

The variation so noticeable in the length of schools may be accounted for, in part, by the difference in the school expenses,

and sometimes by the school money not all being expended which was drawn for the year. Money which has been raised for the support of schools should be wisely expended for that purpose, and for the benefit of the scholars; and we should be better informed in regard to this matter, if the school registers gave us more of a correct and intelligent account of the district finances.

Among the improvements and repairs, or movements in that direction, it may be observed that No. 3 voted a year ago to remove and repair its old school-house. On account of disagreement as to the wisest course to be pursued, this has not been done. A location has been selected and the ground partially fitted for its designed purpose. We hope that harmony may prevail among the citizens of the district as well as in the school, and that speedily the scholars may have a better school-house, which they richly deserve.

The people of No. 10 have purchased by voluntary contribution for the use of their school a set of 30 charts illustrating reading, writing, geography, &c. In the hands of a teacher who will use them, we consider them quite valuable. District No 5 purchased a similar set, mostly by contribution.

No. 11 has expended \$50.82 to repair fence and grade the school-house yard. This was necessary, and the part of grading was a work that was omitted when the house was built. This yard and its surroundings could be beautified and made much pleasanter by setting out shade trees; and the same remark would apply to other districts.

SPECIAL REPORTS.

DISTRICT NO. 1. The first term of this school was very successfully managed by an experienced, enthusiastic and well qualified teacher. Unqualified praise was deservedly bestowed upon it by all who witnessed its operations. A class in botany deserves especial mention, showing as it did the interest that can be produced by a live teacher when this interesting study is treated in a practical and sensible manner. The second term was quiet, orderly, and a pretty good school, but wanting in those prominent characteristics which made the first term so eminently successful.

No. 2. Three terms—28 weeks in all—longer than any other school in town, taught by one of our best known, most thorough and successful teachers. Possessing as she did the entire confidence of her scholars, and giving her confidence in return, success was assured from the beginning. Good progress was made in all branches studied. One noticeable feature of the school was that every scholar joined in the singing exercises, which were very nicely performed. All are reported by the teacher as having attended to vocal music.

No. 3. The register of this school presents a somewhat peculiar but highly satisfactory appearance. All of the 13 scholars in the district attended the two entire terms, except one who commenced attending after the first week of one term, and another after the fifth week of the other term; and not one while a member of the school had either an absent or a tardy mark. The percentage of attendance was 100 for both terms of 17 weeks, and every scholar's name was on the ROLL OF HONOR. The character of the school in other respects was equally satisfactory. A wide-awake teacher was at the helm. She had the happy faculty of keeping her pupils so pleasantly employed that there was neither time nor disposition for them to play the rogue or cherish idleness. The utmost harmony existed in the school, and decided improvement was made in their studies.

No. 4. Two very satisfactory terms of school. A homelike appearance pervaded the school-room. Familiar illustrations accompanied the reading and other lessons. An unusual readiness on the part of some of the pupils to ask and answer questions pertaining to their studies, was an encouraging feature.

No. 5. There were 26 weeks of school, divided into three terms. There was good order, thorough instruction, respect for the teacher, a desire for improvement, and, in a word, a good school. The debt incurred in this district, by reason of building its new school-house, and paid in regular annual installments, has now been fully liquidated, and the district may congratulate itself in having a neat and convenient school-house and a prosperous and rising school.

No. 6. This was a good school. Both terms were taught by the same teacher, who gave general satisfaction. The order

was good, and the teacher had a quiet and successful method of doing her work, and she succeeded in gaining a good influence over her pupils. The average attendance was affected on account of the absences of a few; but this, in part, may be excusable. The improvement of the school was very commendable.

No. 7. The two terms, Summer and Winter, were taught by different teachers. The first one had the advantage of having previously taught the same school, and, besides, she had in the beginning the good will of her former pupils and the confidence of the district to sustain her. Both were faithful and untiring in their efforts to do for their school, and their labor was attended with good results. Some of the classes made fair improvement while others excelled; and this difference we are accustomed to see in such schools.

The examinations, on the whole, at the close of each term, were very satisfactory.

No. 8. A very fair Summer term, taught by an inexperienced teacher. Only 10 different scholars were in attendance, and with so small a number it is sometimes difficult to arouse a great deal of *interest* and *enthusiasm*. These elements, so essential to the life of a school, were here wanting in a small degree. Yet the school was what we should expect composed of young scholars like these, and so few in number.

The second term was in charge of one who evidently enjoyed both the confidence and good will of her pupils. We were unable to be present on the day appointed for the closing examination, but we have the assurance that the school was a successful one, and that there was good improvement for the year.

No. 9—Union District. The same teacher has had charge of this school for seven successive terms. The length has been 24 weeks, and it was divided into three terms. The school has, for some time, been noted for its good order, punctuality and the studious habits of the scholars; and this year it has well sustained its former good record.

The second term was only four weeks in length, and was made short by the teacher's sickness, which kept her two months from the school in the best part of the season for the

children to attend. This was a misfortune to all concerned which could not be avoided.

Some of the scholars of this school rank well among the best and most advanced that attend our district schools, and the classes, as a whole, are above the general average, and their improvement was well marked for the past year.

The register showed a good attendance, and not a tardy mark marred its pages.

No. 10. The three terms of this school were taught by three different persons, a term by each; the first and last terms by well-known teachers of experience with their usual success. The teacher of the second term had never taught before. She was a good scholar and apparently well qualified for her vocation, but commenced her school by holding the governmental reins too loosely, and failed to secure that degree of order without which no school can be really prosperous. Notwithstanding this mistake and partial failure, we think the school has made very fair progress during the year.

No. 11—Union District. Here have been only 18 weeks of schooling for the Grammar school and 19 weeks for each of the two other schools. There have been in attendance 105 different scholars. This small amount of schooling is hardly in proportion to the number of scholars when compared with the other districts. But it should be taken into account that three schools have been sustained here, which would make the current expenses considerably more than in districts where there is only one school, or two schools, as this district formerly had. It should be understood that the schools were brought to a close, one of them three weeks earlier, the others two weeks earlier than was first intended, on account of the illness of the Grammar school teacher and the prevailing sickness at that time among the scholars. The shortening of the schools left \$78.50 in the hands of the Prudential Committee unexpended. If all the school funds had been appropriated it would have given only 21 weeks.

To sustain three schools of sufficient length it seems that the district must afford, somehow, more school money or lessen the current expenses. But good teachers are needed, and they must be paid even if the schools are not long.

The Grammar School. An efficient and experienced teacher had charge of this department. The same one had taught in the district four terms previous to this, and each time received from us a good report. He came this year with a good knowledge of the work he had engaged, and applied himself to the school as one who knew just what to do and how to do it. The school was marked for its good order and thoroughness. Both terms, though short, were successful, and a fair amount of work was accomplished within the short 18 weeks.

The Intermediate School. This was in charge of the same teacher as taught it last year, and the same report would apply very well now. The scholars here represent more of diversity than the average of schools, and for this reason it is perhaps more perplexing and difficult to manage than either of the other schools in the district. A good teacher is necessary, and no inexperienced one could hope to succeed. Success depends much upon the discipline that is maintained. Thoroughness in the instruction is required and expected in all schools.

The teacher succeeded well, and had the respect of her pupils and confidence of the district. The classes generally made good improvement.

The Primary Department. This was an interesting school. The same teacher taught it last year, and we then learned that she had the "happy faculty of managing and teaching little children," and this we credited to her in our former report. In a primary school like this a teacher needs faithfulness, patience and a proper knowledge of young minds, and how to interest them in new ideas. The success here was beyond what we are accustomed to see, and the little classes always appeared well and learned rapidly.

For a primary school we may take this as a worthy model.

A Private School of 8 weeks, commencing December 15th, was taught in this district by Misses Annie I. Cossitt and Jennie Howland of Keene. There were 29 different scholars, their ages varying from 8 to 17 years. The school gave general satisfaction to those who extended their patronage.

GENERAL REMARKS.

Evidences of Progress.—We trust there has been some improvement in our schools within the past few years. It is evident they are different in many respects from what they were in olden times, when the schoolmaster's success was thought to depend chiefly upon his ability to wield the rod and ferule, and when the cramming and drilling method of teaching was more in use.

Something must have been learned in the teaching and management of schools through an experience of many years; and if we can be profited by the experience and knowledge of others who have devoted so much time and their best thought to the work, like the skilled mechanic and artisan, our schools should be better than in former times. If improvement can be made in agriculture and the mechanic arts, why should not improvement be made, then, in our schools?

We believe there has been progress in different ways. We have more professional teachers who are more practical in their instruction, who are more liberally educated and have received special training for their work. But there is not enough of this class, and we are obliged to accept some to the detriment of our schools, who are not so perfectly fitted, and have, perhaps, mistaken their chosen calling.

Among the improvements we have better school books than were formerly used,—books which have been most carefully prepared by our best educators and practical teachers. Such books are calculated to improve the facilities for learning, and in this respect are great helps to the scholars. But we are annoyed by the great multiplicity of them, and by some which are of an inferior kind.

School books are now better made, better printed and much better illustrated, and are thereby made more attractive and interesting to the learner; but we think they could be afforded by the publishers at a less cost.

We have better and more comfortable school-houses than in former years. More has been done and expended in Swanzev in building and repairing them within the last twenty years than ever before in so short a period; and this is a mark of progress. With the exception of two districts these houses are

in good condition, and furnished with neat, modern desks for teacher and pupils; yet some are nearly destitute of illustrative apparatus and text-books of reference, but they are generally better furnished than in those times when either a wall map, a globe or a black-board was considered so useless that they were rarely seen in the school-room, and the dictionary of the English language was less rarely found upon the teacher's desk.

Scholars learned, however, and many of them, by their diligence and native ability, became proficient scholars with the highest aspirations and attainments, although they had not so many facilities to aid them.

If, in such times, they managed to obtain a good education with few advantages, we should expect more of them in schools which are now better provided for. There should be in the present time, and we trust there is, a higher average in scholarship. It is to be expected that some will try to improve all the advantage, while others by their neglect will fail to reap the full benefit to be derived.

Short Schools. Complaints have come to us that our schools were too short, and some complaints that they were too long, and that the "*children were getting tired.*" The trouble is, the schooling is not, by our district system, very evenly divided. While some districts have from 26 to 28 weeks for the year, others get only from 17 to 18 weeks.

But the schooling which any district has should be well improved, especially if it be but little; and the scholars should not only be permitted, but required, to attend so far as possible; and the habit of *getting tired* should not be so freely indulged in by those who have so much ability for out-door sport and play.

It is always much better that children should attend school while they can than to be running idle in the streets, or to be brought up in the way of indolence, which often leads to vice and crime.

Attendance. Our town raises a fair amount of school money, and only a portion of the scholars receive the schooling out of this money that belongs to them.

The reason for this is that they are kept at home or put to work in the mills and factories, to which fact we have referred

in other reports. Through these causes our school registers, after making due allowance for sickness, show a loss in attendance that reduces the average below what it should be, besides reducing the number of scholars enrolled. Thus it is evident that children do not always get the amount of schooling that the laws of the State provide for them, and intend that they should have.

Teachers. It is generally understood that the success of our schools depends greatly upon the teachers. Some prove very successful in the government, and seem to have a good influence over their pupils, and upon this they build their reputation and count upon success. Some would prove more successful if they were able to govern. Others are calculated for the whole work of teaching and managing, and such are the most desirable ones to put in charge of our schools.

A teacher, besides being qualified in learning, should have an interest in his vocation, and be an exemplar of good manners and character before his pupils, who are the natural imitators of what is good or bad.

One who tries to get along with his school as easily as possible, and without labor, and who has but little interest or inspiration in his work, will not accomplish great results, and may meet with failure and discredit.

As the teacher is, so may we expect to find the school. The improvement of one means chiefly the improvement of the other. At least, we cannot reasonably expect the school to be better than the teacher.

Conclusion. The importance of having good schools was never more fully realized, and it must be generally known that it is for our interest and the public good to make them still better and so increase their efficiency for the training and education of our young people.

The best teacher, without support, cannot overcome every bad influence which may be brought to bear against success. It is difficult to remove the apathy that exists in place of school interest, and the selfishness that makes some feel that their own children are better than anybody's else, and that the regulations of school should not apply alike to all. These are some of the remaining obstacles to a teacher's success. More interest might

often be manifested with parents and those not parents, who send children to school.

They should visit school and make themselves acquainted with the teachers, and their methods of managing and teaching. If they would seek to co-operate with them there would be less difficulty in school government and fewer complaints.

It becomes us as good citizens, and as those interested in the welfare of our State and government, to try to improve our schools. We should do what our means and influence will allow. Besides giving the children of your schools the instruction that is expected, every influence should be brought to cause them "to love truth, to be obedient to wise and wholesome laws, to respect the rights of others, and reverence God."

GEORGE I. CUTLER,
ALONZO A. WARE,
Superintending School Committee.

LIST OF TEXT BOOKS

ADOPTED AND NOW USED IN THE PUBLIC SCHOOLS OF SWANZEY.

The New Testament; Worcester's and Webster's Dictionaries.

Readers—The Franklin Series.

Spellers—Swinton's Word Book.

Writing Books—Payson, Dunton & Scribner's.

Arithmetics—Robinson's First Book and Complete Arithmetic.

Geographies—Harper's School Geography and Introductory, Warren's Physical.

Grammar—Reed & Kellogg's Higher Lessons and Graded Lessons in English.

Histories—Quackenbos' and Goodrich's.

Algebras—Greenleaf's and Davies'.

Physiologies—Brand's and Hutchinson's.

Philosophy—Steele's.

Book-Keeping—Mayhew's and Meserve's.

Lessons on Manners—Wiggin.

TABLE I.

Districts.	Term.	Length in weeks.	Wages and board per month.	No. of pupils.	Boys.	Girls.	Average daily attendance.	Percentage of attendance.	No. over 15 years.	Between 5 and 15.	No. of times tardy.	Reading and Spelling.	Arithmetic.	Grammar.	Geography.	Penmanship.	Other studies.	S. S. C. visits.	P. C. visits.	Visits by others.	Not attending school.
I.	1	8	\$30.00	18	7	11	15.24	.87	2	16	26	18	14	0	2	17	3	3	1	25	1
	2	10	28.00	12	5	7	11.20	.93	1	11	1	12	9	0	4	0	2	2	1	16	5
	3	10	30.00	34	18	16	30.00	.94	3	32	3	34	26	0	13	12	3	4	0	31	2
II.	1	9	34.00	86	18	18	33.00	.98	4	81	0	36	29	10	12	12	5	4	0	20	0
	2	9	34.00	35	20	15	31.00	.94	4	31	2	35	28	16	10	30	6	4	1	21	0
	3	10	26.00	13	12	1	12.50	1.00	5	7	0	13	13	3	12	13	4	4	2	26	0
III.	1	7.8	26.00	13	12	1	12.86	1.00	5	7	0	13	13	3	12	13	4	4	2	26	0
	2	7.8	26.00	16	8	8	13.42	.87	0	16	9	16	13	2	8	13	2	2	0	13	0
IV.	1	10	28.00	12	7	5	9.74	.85	0	12	9	12	12	4	9	14	0	0	0	31	0
	2	10	28.00	12	5	5	9.74	.85	0	12	12	12	12	4	9	14	0	0	0	20	0
	3	20.00	20.00	19	5	14	17.73	.95	1	18	10	18	14	6	7	12	2	4	2	35	0
V.	1	8	24.00	18	4	14	16.75	.98	1	17	2	19	18	6	8	14	4	2	1	17	0
	2	8	24.00	19	4	15	16.61	.89	1	18	2	17	18	6	7	13	4	2	1	19	0
	3	8.6	24.00	16	9	7	14.50	.93	6	10	3	16	12	5	8	11	4	4	3	26	1
VI.	1	10	25.00	16	9	7	13.26	.89	6	10	2	16	12	6	8	8	4	6	2	11	0
	2	10	30.00	26	9	7	24.00	.96	0	26	3	26	17	3	17	25	7	2	0	42	0
VII.	1	11	30.00	26	19	7	24.00	.96	0	26	3	26	17	3	17	25	7	2	0	23	0
	2	8.8	20.00	10	7	3	9.00	.80	0	9	12	10	7	2	6	8	1	2	1	37	0
VIII.	1	9	24.00	12	8	4	11.37	.96	0	11	9	12	9	0	5	9	1	2	1	17	0
	2	10	34.00	25	16	13	28.00	.97	6	23	1	29	24	3	16	20	5	5	2	34	0
IX.	1	4	34.00	25	14	11	24.20	.97	6	19	1	25	23	11	15	25	8	3	1	34	0
	2	10	34.00	21	13	8	18.80	.97	6	15	4	21	19	10	13	14	5	3	1	33	0
	3	8	27.00	21	13	8	19.26	.97	2	15	4	21	15	4	10	17	3	3	1	33	0
X.	1	7.5	27.00	16	12	6	15.72	.90	2	14	4	16	14	4	7	14	6	6	2	41	0
	2	6.4	28.00	80	14	16	27.00	.96	5	25	6	30	30	30	14	24	16	2	1	56	0
	3	11	56.00	26	14	18	23.00	.92	7	19	4	26	26	8	17	24	16	2	0	5	4
	1*	7	32.00	35	17	12	31.00	.94	1	34	4	35	26	8	35	24	16	2	0	41	4
	2*	11	32.00	29	17	12	25.00	.89	1	28	4	29	29	7	28	35	29	0	0	37	4
	1†	8	32.00	33	13	13	27.00	.93	0	25	6	33	9	0	0	0	0	0	0	8	5
	2†	8	32.00	25	14	11	20.00	.91	0	25	6	25	9	0	0	0	0	0	0	20	5

* Grammar School.

† Intermediate School.

‡ Primary School.

TABLE II.

Distr's.	Prudential Com	SUMMER AND FALL SCHOOLS.		WINTER SCHOOLS.	
		Teachers.	Residences.	Teachers.	Residences.
No. 1.	Willard S. Perham	Miss Emily E. Derby.	Dublin.	Miss Mabel Jacobs.	Keene.
No. 2.	{ H. Sargent. G. W. Taft. G. E. Lane.	Miss Abbie A. Gould.	East Swanzey.	Miss Abbie A Gould.	E. Swanzey.
No. 3.	Albert G. Read.	Miss Carrie L. Hardy.	Nelson.	Miss Carrie L. Hardy.	Nelson.
No. 4.	Benj. F. Mead.	Miss Hattie C. L. Wilson.	East Sullivan.	Miss Hattie C. L. Wilson.	E. Sullivan.
No. 5.	Everett Adams.	Miss Carrie A. Smith.	Marlborough.	Miss Carrie A. Smith.	Marlborough.
No. 6.	Philip D. Angier.	Miss R. Jane Colburn.	Shrewsbury, Vt.	Miss R. Jane Colburn.	Shrewsbury, Vt.
No. 7.	Walter Marsh.	Miss Julia E. Reed.	Keene.	Miss Alice M. Titus.	Winchester.
No. 8.	Martin G. Cram.	Miss Mary L. Read.	Westport.	Miss Fannie E. Holbrook.	Westport.
No. 9.	Joseph W. Ballou.	Miss Ellen Taft.	Keene.	Miss Ellen Taft.	Keene.
No. 10.	Elmer Bullard.	{ Miss May B. Nye. Miss Harriette T. Peck.	Keene.	Miss Gertrude M. Gary.	Swanzey.
No. 11.	Park E. Wright.	{ Mr. W. E. Sibley. *	Shelburne Mass.	Mr. W. E. Sibley. Miss Luella F. Eaton. Miss Susie F. Ellis.	New Salem, Ms. Winchester, Surry.
		{ Miss Luella F. Eaton †	New Salem, Ms.		
		{ Miss Susie F. Ellis. ‡	Winchester.		

* Grammar School Teacher.

† Intermediate School Teacher.

‡ Primary School Teacher.

TABLE III.

Dist's.	Number of Scholars.	Av. Attend. for the year.	Amt. to each District.	Amt. to each Scholar.	Selectmen's enumera- tion between 5 and 15.	
					Boys.	Girls.
No. 1.	19	13.13	\$130.85	\$6.88	9	10
No. 2.	38	31.33	247.64	6.52	21	21
No. 3.	13	12.68	116.11	8.93	8	1
No. 4.	17	11.58	128.14	7.54	10	11
No. 5.	21	17.03	142.62	6.79	9	13
No. 6.	17	13.88	117.17	6.89	11	10
No. 7.	31	24.00	175.88	5.67	21	8
No. 8.	13	10.18	107.96	8.30	8	6
No. 9.	30	23.67	155.40	5.18	11	9
No. 10.	23	18.24	180.60	7.85	14	6
No. 11.	105	76.50	655.23	6.24	53	40
	327	252.22	\$2157.60	\$6.59	175	135



